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*East Tennessee State University*

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**Anyaocha, Peace U.**

**PERCEPTION OF WOMEN PUBLIC SCHOOL SUPERINTENDENTS IN FIVE  
SOUTHEASTERN STATES**

*East Tennessee State University*

**Ed.D. 1986**

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PERCEPTION OF WOMEN PUBLIC SCHOOL SUPERINTENDENTS  
IN FIVE SOUTHEASTERN STATES

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A Dissertation  
Presented to  
the Faculty of the Department of Supervision and Administration  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
Peace U. Anyaocha  
December, 1986

APPROVAL

This is to certify that the Graduate Committee of

PEACE U. ANYAOCHA

met on the

31st day of July, 1986.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of Graduate School in partial fulfillment of the requirements for the degree Doctor of Education.

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*Dr. Howard Brown*  
*Shayd H. Edwards*  
*Rebecca Isbell*

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*Richard A. Crofts*  
Associate Vice-President for Research  
and Dean of Graduate School

Signed on behalf of  
the Graduate Council

## ABSTRACT

### PERCEPTION OF WOMEN PUBLIC SCHOOL SUPERINTENDENTS IN FIVE SOUTHEASTERN STATES

by

Peace U. Anyaocha

The problem of the study was to determine the perceived leadership behavior of female superintendents as compared to male superintendents. An instrument was constructed from American Association of Secondary Administrators' recommendations for superior performance of school administrators and subsequently validated. A demographic data sheet accompanied the survey instrument. The subjects were selected from southern states in which there were more than five women superintendents officially listed by the State Board of Education. The states included Arkansas, Georgia, North Carolina, South Carolina, and Tennessee. The survey instrument was forwarded to 350 subjects; 172 subjects responded from the five states. The sample was drawn from small school districts. The research design was a classic 2x2 tested by a one way ANOVA with Newman Keuls applied to determine the source of interaction. The hypotheses were stated in the null. There was a notable difference between the findings for the four selected southern states and Tennessee. Significance at the .10 level of confidence was revealed in male professionals' positive perception of the female superintendents' performance in policy making. The male professional rated the female superintendents at a level significantly different (.05 level of confidence) than did women professionals who rated the male superintendents below average on the ability to suggest regulations. A similar pattern was revealed on the ability of the superintendent to communicate (.0005 level of confidence), preparation and defense of budget (.05 level of confidence), ability to select personnel (.05 level of confidence), perform leadership tasks (.05 level of confidence and utilized human resources (.005 level of confidence). In Tennessee the null hypothesis was not challenged except in one category. Significance was found at the .10 level of confidence on the superintendents' ability to formulate evaluation policies. Female professionals rated male superintendents significantly lower than male professionals rated female superintendent. Female superintendents' behavior was consistently rated higher by both male and females in the four selected southern states. In Tennessee, the respondents showed a similar finding by rating the ability to formulate evaluation policies to favor the female superintendents. The divergence in findings was attributed to cohort bias.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project PERCEPTION OF WOMEN PUBLIC SCHOOL  
SUPERINTENDENTS IN FIVE SOUTHEASTERN STATES

Principal Investigator Peace U. Anyaocha

Department Supervision and Administration

Date Submitted July 22, 1985

Institutional Review Board, Chairman Dr. Ernest D. Bigham



## DEDICATION

This dissertation is dedicated to my beloved parents,

MR. FRANK W. NWAGBARA AND MRS. HANNAH W. NWAGBARA

and to my husband,

DR. ANTHONY O. ANYAOCHA

and our children,

CHI CHI, AHAM, AND OBI ANYAOCHA

and to my very special,

UZOMA I. ANYAOCHA

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## CHAPTER 1

### Introduction

Contemporary theorists have agreed that effective leadership is both a function and a cluster of measurable behaviors limited to given situations in a specific setting. Obviously, leaders should be democratic in style; help develop mutual trust; show responsibility and understanding with participants of the organization, offer support, guidance, and assistance to the school services center personnel, maintain positive working relationships with the community, foster two-way communication, and possess knowledge of the curriculum and instruction. Of all these leadership behaviors, there is no straight forward mention of the leader's sex.

Basically, sex is not a defined factor in effective leadership and administration. Yet contemporary educational administration continues to be a male dominated field (Levandowski, 1977).

Sociologically, culture prescribed the role of the superintendent of a school system as male despite research evidence to the contrary. From a psychological perspective males were expected to be assertive leaders and to occupy positions of authority. For the past thousand years the leadership roles have been based upon the ability to control the group's behavior or to control of wealth in most societies. Even in the field of education where knowledge, competence, sensitivity, and social skills predominate in the rhetoric, male dominance of the leadership roles has existed in Great Britain, Europe, United States, the African countries, and South American nations.

According to the recent history in Western societies and the African nations during the years immediately following World War II, males assumed the overwhelming majority of principalships and superintendencies in both private and public school systems. In recent years, two questions have arisen simultaneously. The questions include the competencies of the educational leader and the gender role as a factor in these competencies.

During the past three decades research has been conducted to determine the effectiveness of women in administrative positions. Grobman and Hines (1956) cited the findings of the Florida leadership studies. They concluded there is no reason to prefer men over women as administrators. The research further indicated that, if attributes such as working with teachers and students, encouraging pupil participation, evaluating learning and ability to gain positive reactions from teaching and supervision are essential, women should be favored since the women studied possessed these attributes to a greater degree than did the men (Grobman & Hines, 1956). Furthermore, this classic research shows that the professional performance of the teachers and the learning rates of students are higher in schools where women are administrators than in those schools administered by men. Grobman and Hines (1956) reported that the morale of the teachers in schools where women are principals is just as high as in schools headed by male principals, which contradicts popular wisdom that men and women are happier working under male principals. Evidently, these facts tend to discredit beliefs that women teachers do not work well with women administrators.

Although there seems to be an increased awareness in the literature of the need to recruit women into administrative training programs, national statistics reveal that the percentage of women occupying line administrative positions is decreasing. Neither the enactment of legislation to combat sex discrimination nor the momentum of the women's movement has served to reverse this trend. In 1950-51, 12% of the junior high and 6% of the senior high principalships were held by women. Today in the public schools, a mere 2% of the secondary principals and 18% of the elementary principals are women, even though 60% of all teachers are women. In the most visible leadership positions, women superintendents are practically nonexistent, holding only 2% of these jobs.

#### The Problem

The problem of the study was to determine the perceived leadership behavior of female superintendents as compared to male superintendents as reported by the professional personnel in their respective school systems.

#### Sub-Problems

Sub-problems of this study were:

1. To analyze the perceptions held of the male superintendents by male professional personnel,
2. To analyze the perceptions of the male superintendents by female professional personnel,
3. To analyze the perceptions of female superintendents by male professional personnel, and

4. To analyze the perceptions of female superintendents by female professional personnel.

### Definitions of Terms

#### Communication

Communication is a means of accomplishing the objectives such as planning, organizing, decision making, assembling, allocating resources, coordinating, leadership, and appraising (Good, 1973).

#### Leadership

Leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives, or changing an organization's goals and objectives (Good, 1973).

#### Perception

Perception is the process of discriminating qualitative differences, or the making of immediate cognitive judgments that can be shown to have originated in the life history of the individual (English & English, 1968).

#### Professional Personnel

For the purpose of this study, professional personnel refers to those fully certificated principals, supervisors, or teachers who are full-time employees in a school system.

### Superintendent

The term is used to designate the person in the top administrative position in the school system who is directly responsible to the board of education and whose tenure may either be appointed or elected.

### Limitations

The following limitations were considered pertinent for the study.

1. The study was limited to public school superintendents in five selected states in the southeastern United States, specifically Arkansas, Georgia, South Carolina, North Carolina and Tennessee.

2. The study was limited to a review of literature involving women administrators and superintendents in education available in the Sherrod Library at East Tennessee State University, through the available library loan services, and the Hoskins Graduate Research Library at the University of Tennessee, Knoxville, Tennessee.

3. Greater emphasis was placed upon the recent research concerning women superintendents and administrators.

4. The study was further limited by disproportional representation of women superintendents of selected school systems from the southeast region of the United States.

5. The study was limited to professional personnel in school systems in the southeastern states.

6. The instrument utilized in this study was the sole source of data concerning the superintendent's competency.

7. The data were collected during the school term 1985-86.



8. The data were limited to the return rate of responses included in all five states.

### Assumptions

The review of the literature relating to the study led to the following assumptions.

1. There is a cultural prejudice operating against women as superintendents.
2. Selected feminist groups underscore the cultural prejudice even when and if women seek positions as superintendents.
3. Change can be effected through demonstration of women's leadership ability and through emphasis on women's roles.
4. Few women are selected in leadership roles even though they demonstrate professional competency.
5. Women are placed in subordinate administrative roles or those related to younger children.
6. The women's leadership role is perceived as limited to peer endorsement and not to community endorsement.
7. Public school superintendency is based upon professional qualification and competency, but is linked to a selection process of appointment, and is subject to cultural bias and history.

### Parameters of the Study

The parameters of the study focused upon the perception of principals, supervisors, and teachers of male and female superintendents. The investigation included the public school superintendents in five southern states in which there were at least

seven women superintendents and to the perception of their effectiveness by certificated professional personnel in their respective school systems. The sample included professional faculty possessing certification and at least a baccalaureate degree, and more than one year of professional experience.

The factors analyzed were perceived effectiveness in policy, administration, communication, budget, personnel management, evaluation, leadership, school law, human resources and pupil services. Subject selection was assumed to be inferential to small school systems in the southeastern United States. The main effects were professional faculty employment and sex of the respondents.

### Theory Base

#### Existentialist

Several theoretical systems were represented in the present study. The theory bases included an existential construction of reality perception of behavior, the role of the superintendent, evaluation of leadership, and male/female dominance.

According to Kierkegaard, perception of reality depends on how the person relates to it. Kierkegaard maintained evidently self-contradictory doctrine indicating that the less we are involved in a given situation, the more clearly we can observe the truth. The implication of this doctrine in the present study is that professional faculty may effectively evaluate the behavior of a superintendent, even though they are not involved in the superintendent's domain (May, 1958).

### Leadership Theory

Leadership is frequently explained as behavior that brings individuals toward goals they find to be essential and that produces in the followers a feeling of well-being. Tannenbaum, Weschler, and Massarik (1961) established leadership to be an interpersonal advantage employed in situations and directed through the notification procedure toward the accomplishment of a specified goal.

Tannenbaum, et al. (1961), stated that effectiveness of leadership is a function of the productive interrelationship of the personality of the leader, personality of the follower, and the situation within the field of each individual.

### Contingency Theory

Contingency theory researchers have challenged the assumption that a democratic leadership style and participative decision making is most effective and efficient in all situations.

Contingency theory stresses that the multitude of uncertainties in the educational environment demands and needs a variability in the cognizant response. Contingency theory emphasizes that there is no one best way to design the organization, jobs, or tasks. The uniqueness of a situation determines the choice and pattern of the decision-making process. These theorists argued that educators must develop scenarios that focus on four major premises: the individual, the organization, the situation, and the group (Fiedler, 1969).

### Theory of the Superintendency

In 1979, Hanson proposed the path-goal leadership theory in a volume entitled Educational Administration and Organizational Behavior. He recommended that a manager can vary his or her leadership style to "fit" a specific situation.

The leadership style must be geared to helping subordinates to achieve desired rewards, both psychological and material. Within the path-goal theory of leadership, placement and promotion depend a great deal on the proven ability of the school administrator to diagnose individual and group constraints to move towards a goal. The leader must be flexible and be able to match a problem with an appropriate leadership style, whether it be directive, supportive, participative or achievement oriented.

### Theory of Evaluation of Leadership Behavior

One theory that has been suggested for evaluating leadership effectiveness is W. J. Redden's (1970) three-dimensional theory of management. Redden proposed two major dimensions of leadership: one is the concern for the task as a manager, and the second is concern for human relationships. Interestingly, he added the dimension of effectiveness in his theory construction and concluded that leadership, to be effective, must be evaluated.

### Theory of Male and Female Potential

In contemporary western society, vestiges of sex stereotypes pervade the culture and generate biases that dictate leadership roles. According to Mischei (1970), males are aggressive and females

are dependents. These stereotypes are created to describe the expected attributes of each sex. Kagan, perhaps one of America's premier psychologists, stated that the sex role stereotypes may be summarized as males are expected to exhibit aggression, be independent, and suppress strong emotions (Kagan, 1964). Kagan also suggested that female stereotypes include the supposition that women are passive, nurturant, vain, affectionate and more socially poised than men. These stereotypes pervaded American literature, media, research premises, and educational thought throughout the mid twentieth century. More recent theorists have turned to Jung's description of male-femaleness as components of the same personality: developmental theorists noted that during life span transition, males become more feminine and females become more masculine as they age. From these sources, an emerging awareness of male and female behavior is shaping the forward edge of scholarly thought.

#### Summary

In this chapter, the statement of the problem was presented. The problem in the present study was to determine the perceived effectiveness of women public school superintendents in five southeastern states: Arkansas, Georgia, North Carolina, South Carolina, and Tennessee. The sub-problems included a study of the perceived leadership behavior of women superintendents by both male and female professional personnel. The second set of sub-problems included the perception of male public school superintendents by both male and female professional personnel in comparable school systems in the same

five southeastern states. The definitions of terms unique to the study were presented. Limitations included the selection of public school superintendents in Arkansas, Georgie, North Carolina, South Carolina and Tennessee. The major assumptions included the biases against hiring women superintendents and the contradictory evidence of women's leadership potential and their actual selection as superintendents. Theoretically the study is based on leadership theory, contingency management styles, superintendent's role, professional evaluation, and male and female stereotypes.

## Chapter 2

### Review of Related Literature

Until the 1970's, most research related to the role of the female superintendents was limited to the careers of a few outstanding educational leaders. In 1909, Ella Flagg Young was the chief administrator of Chicago public schools; her professional background was in the University of Chicago Laboratory School where she worked with philosopher John Dewey. Her educational practices greatly influenced Dewey and became the basis of requirement of his educational theory (Smith, 1976).

One notable exception to the historical or biographical research was the Florida Educational Studies completed in the 1950's. The researchers found that identifiable attributes of educators were more often found in women than in men (Grobman & Hines, 1956). Gross (1976) and Trask (1976) reported that the morale in schools where women were principals was just as high as in schools with male principals. Wiles and Grobman (1955) contended that women were ranked significantly higher in democratic leadership than were men. On the job, women were also perceived as operating more democratically by teachers, students, and parents (Wiles & Grobman, 1955). Although this extensive body of research was reported 30 years ago, the meaning and impact of the findings were not translated into policy or practice.

Contemporary research relating to women in school administration of the past two decades follows an interesting but predictable

pattern, ranging from an awareness level to the professional role development of women. The professional literature in the mid 1970's focused almost exclusively upon issues and the roles of women as superintendents. The emphasis immediately shifted to status and effectiveness of leadership training programs for women administrators. As in the other fields where women have gained access, the inevitable question of advancement and promotion arose in education. By the late 1970's, articles were presented that emphasized public prejudice against women school administrators and women's seeming lack of aspiration to these positions. By the 1980's; the focus was on women in low level administrative positions and their invisible barriers to professional development that still exists.

In 1973, Lynn and Saaria researched the qualifications of women in education. In that year, 21% of the doctorates in education were awarded to women, and 14% of that group were women in educational administration and supervision. As in other fields such as business or industry, women were believed to have a lesser commitment and lesser need for achievement than men. Evidence was to the contrary; after childbearing, women returned to their career position in education within one year, and 40% of these women were either heads of households or the main support of the family (Spain, 1973).

Smith (1976) argued that women themselves have not effectively dispelled the belief in their own inferiority. She stated that women are not perceived as the top administrator because they are physically weak and because they give priority to their own family



responsibilities. Women's perception of their own non-leadership potential often become self-fulfilling prophecies.

McGruff and Webb (1977) suggested that women who aspire to administrative roles be given assertiveness training. They recommended that women be trained in the solicitation of appropriate behavior. One problem they identified was the need for training women to deal with female subordinates, especially secretaries. McGruff and Webb concluded that the informal arena also posed the greatest hazard to the female administrators because they do not belong to the clubs, play the same sports, or attend the same social or political functions where all the major decision making in a community takes place.

A summer career institute for women school administrators was planned by Kimmel, Harlow, and Topping at the University of South Florida in 1976. Some interesting findings were reported from the data collected from the 71 participants. All the participants in the institute, possessed at least a baccalaureate degree. Fourteen of the women were concurrently in supervisory positions. Career aspiration was the main dependent variable. Results indicated that the training encouraged the women to consider the higher career levels in administration. Interestingly, after the institute training, many of the women turned their interest and talent potential toward business, industry, and government, instead of education. Analysis of the post-test data indicated a lowered job satisfaction, but higher career aspiration (Kimmel, Harlow, & Topping, 1979).

In New England, a small number of female administrators prompted Lyman and Speizer to design a longitudinal study of the careers and

backgrounds of selected female school superintendents (Lyman & Speizer, 1979). Two three-week intensive training institutes were developed as a career planning and career enhancement program for women aspiring to public school administration. The participants were 32 women attending the first session in 1977, and 23 women attending the second session in 1978. A follow-up evaluation was made by a questionnaire in 1979. After the training institute, 42% of the 1977 group reported a change to jobs with increased administrative responsibilities. After six months, the 1978 group reported that 17% of them had moved to positions of more administrative responsibilities. The overwhelming majority of about 70% in both of these groups were employed by public school systems. The sample included subjects of whom over 50% were first born, 43% were married, 41% had children, 56% received their degree from a public college, and 43% received their degree from a private college, while 87% had obtained a graduate degree. Lyman and Speizer (1980) concluded that men were hired for administrative positions if they showed potential, while women were hired if they already possessed the requisite skills. The women in this study were on the average age of 36 when they achieved their first administrative assignment. These researchers plan to follow the careers of these women for the next several years in order to provide basic insight and information regarding long range career development.

Stockard (1980) surveyed 812 randomly selected subjects in Oregon concerning their attitudes toward females in school leadership roles. During the interviews, she asked three basic questions: Did the respondent approve of a woman as an elementary principal, a secondary

principal, or a superintendent? The support data included the region of residence, educational attainment, having known a female administrator in the past ten years, and the age of the respondents. The data were analyzed by means and standard deviations of variables. The result of the study indicated that people in the urban areas were more supportive of women administrators. There was more support for women as elementary principals in the medium-size cities. Those respondents with the highest level of education were more supportive of women school administrators, the correlations were all significantly different at the .001 level of confidence. This same trend was evident in the approval of women as secondary school principals and superintendents. Those respondents who did not know a woman administrator were less supportive than those who had known one. Younger people were found to be more supportive of women administrators than were older people.

### Talent Pool

Gall (1981) reported to the annual conference for Facilitators of Organizational Development in Education her investigation of the proportion of males to females in educational leadership roles. Her evaluation of the talent pool indicated that one in every three top administrative positions should be held by women. In fact, the data revealed that the ratio of women to men was 1:50 in the superintendency, 1:6 in administrative research position, and 1:6 in organizational development. The contradiction was evident in the talent resource available as compared to the actual leadership role achievement by women.

### Women Administrators' Self Evaluation

In 1983, Williams and Willower reported a nationwide survey of 50 women school superintendents. These women were queried by telephone concerning job related problems, responsibilities, time management, strengths and weaknesses, and future career plans. The responses in this study were compared to a previous study of male superintendents; both men and women perceived the superintendency as a test of their skills in interpersonal relationship. Women specifically perceived a lack of acceptance by the general public; special expectations, and having fewer collegueships with the male superintendents. Despite these difficulties, the women in the sample enjoyed their work and recommended it to other women (Williams & Willower, 1983).

Jones and Montesero (1982) reported the findings from an AASA training workshop for 75 women school administrators. The women were surveyed during the workshop, and four years later they were tested for the effects of the AASA training on personal and professional characteristics, job seeking strategies, and barriers to women's upward career mobility. Analysis of the data was made by descriptive statistics, t-test, and regression analysis. The findings indicated that 22% of the trainees were no longer interested in school administration positions. They also found that clarity of expression and job experience were related to career growth.

McCarthy and Webb developed plans to train women in more assertive fashion and train them to deal in particular with subordinates. In 1976, at the University of South Florida, Tampa, Kimmell and Topping directed and researched an institute to promote educational leadership

among women. Follow-up studies of the participants indicated higher career aspirations, but 22% of the subjects turned to administrative positions outside education (McCarthy & Webb, 1977).

Lyman and Speizer, in 1980, reported a longitudinal study at Wellesley College, Boston, that produced similar findings to the South Florida research; about 42% of the women in the first group acquired positions with more administrative duties and 17% moved to higher positions in only six months.

### Women in Prehistory

Women have been a part of the life of the human species since the dawn of time, but the names of only a few women appeared in 5,000 years of written history. If historians were correct, women initiated education and religion which were the two major aspects of civilization of the prehistoric times (Koontz, 1972).

Civilization defined the extent and scope of the educational system, but culture supplies the basic content and refinement. During the Middle Ages (800 A.D.) in Europe, girls were taught music, singing, the art of conversation, good manners, morals, household duties, and sometimes foreign language and literature if they were of the nobility. Education was largely confined to girls and boys of nobility during the Renaissance.

### Thirteenth Century

Nowhere in the history of western civilization was there a more powerful administrator than the abbess in western Europe during the Middle Ages. She was a large land holder; governed a monastery, a

hospital, asylum, and schools for nuns and young women; and controlled armies. Many of the leading universities accepted these women and conferred upon them the doctorate. These eminent women were also appointed to faculty chairs in Universities of Bologna, Florence, and Heidelberg (Farello, 1970).

### Seventeenth Century

Margaret Brent (1600-1671) was one of the strong-willed women ignored in history textbooks. This woman was an early American pioneer and feminist that settled in Maryland. Her demand for suffrage and a seat in the colonial assembly was refused, but she was allowed to address the state assembly (Koontz, 1972).

During the same era one notable educational leader, Ann Hutchinson (1591-1645), was truly an early social and educational reformer. Her views on religion called for a more humane and personal relationship between man and God, which angered and contradicted the puritan leaders (Koontz, 1972). Both Brent and Hutchinson set the foundation for women's education during the colonial period.

### Renaissance Through 18th Century

In France during the early 18th century, Rousseau's famous treatise Emile had a counterpart in the training of Sophie. Rousseau proposed the opposite for girls that he did for boys. He advocated that women should be trained solely to please men. Women should be trained to make themselves loved. They should be agreeable and to be

sweet; women's role was to be the subject of men (Black, 1979). The Rousseau tradition contradicted the advances made in the Catholic nations before the reformation.

### Russia

In the eighteenth century, the practical thrust of the Petrine reforms called for mobilization of all the newly formed empire's human resources. The inclusion of women in Peter's Decree of Assemblies of 1718 was notable. Peter's interest was developed after visiting France in 1717, thus West European pedagogical thought made the education of women possible in Russia. The result of all these points was the establishment of the earliest agency, named the Imperial Foundling Home, which was opened in Moscow, by June 1763, and involved the education of girls. The fact that Russians were ruled mainly by women after 1725 gave women's education a considerable impetus in Russia.

Changes were made in education in Russia during the reign of Catherine the Great. Catherine was the founder of the educational Society For Noble Girls at the Voslresensky Monastery in 1764, and a complementary institution for daughters of the bourgeoisie in the next year. Catherine sponsored education of girls. Catherine allowed the Jesuits to return to Russia in 1769, and they organized schools for catholic youngsters under their less traditional model of education (Black, 1979).

### Women in the Nineteenth Century

Mrs. Emma Hart Willard was the first American woman to publicly support higher education for women in the early 1800's. Over the following century, as a result of her effort, 434,000 women received college degrees, and 4,000 Ph.D.s by 1970. She established a boarding school for girls at Middlebury, New York. She also founded a ladies' seminary that was moved to Troy, New York, and was named the Emma Willard School, the first endowed school for women. She also founded the Tennessee School for Women (Koontz, 1972).

### Coeducation

Susan B. Anthony, a principal of a coeducational academy in Canajoharie, New York, met Elizabeth Cady Stanton and Lucretia Mott, and other women in 1848, who demanded suffrage for men and women in the United States. The New York State Teachers Association introduced the right of female teachers to share in all the privileges and deliberations of the Association. At the same time, a resolution was passed to equalize the grossly inadequate salaries of educators due to the address given to the Association by Susan B. Anthony. Susan B. Anthony made a strongly worded resolution before the New York State Teachers Association concerning discrimination against black teachers and children in public schools (Koontz, 1972).

### Higher Education for Women

Mary Lyon was another pioneer in higher education for women. She founded Mt. Holyoke Seminary, which later became Mt. Holyoke College, in 1837. She was the President of that prestigious college until her death in 1849.



The National Education Association elected Ella Flagg Young its first woman president in 1911. Miss Young was the superintendent of the Chicago School System. Miss Young's major contribution to public school education was based on the idea that culture is not the sole ideal of a democratic system, but that physical and vocational training are also essential for girls as well as boys (Koontz, 1972).

Dr. Charl Williams, in 1922, was internationally recognized for her leadership in educational reform. She was one of the founders of Delta Kappa Gamma and an honorary member of Phi Beta Kappa. Another eminent American woman of this period was Jane Addams, receiver of the 1931 Nobel Prize, who established day-care nurseries and provided college courses in preschool education for people of all nations and races (Koontz, 1972).

#### International Perspectives

In most countries of the world, there was a marked improvement in females' access to primary, secondary, and higher education during the 1960's and 1970's. Women have been thought of in industrialized countries as a reserve labor force, to be used in periods of expansion and returned to stock, or household and family duties, when labor markets contract and fewer employees are needed. World economic trends and communications thus contribute to international common changes in educational policy provisions affecting women. The world's developed systems of education show some anomalies in the position of women in higher education both as students and professional personnel. In most countries, there were influences of the structure of the labor market as well as lingering effects of past prejudices (Sutherland, 1985).

Latin Americans conceptualize women as a stereotype of the mater dolorosa, the grieving mother. The model of marianismo prevails among working women; the role of mother always comes first and no employer, university dean, or government official would expect a woman to make any choice except to place motherhood first. Females are perceived to be chauvinist and to dominate the society. Perhaps in no other Latin nation, with the exception of Argentina, have women achieved such a high level as they have in Cuba under the Castro government and the leadership of Vilma Espin.

The Portugese merchant adventurers gave Nigeria its first experience of education as practiced in Europe. From the beginning of their trading enterprises overseas in the fifteenth century, education was regarded by the Portuguese as fundamentally important to the spread of Christianity. In 1571, on the island of Sao Thome, off the coast of Nigeria, a seminary was established to train young men for priesthood. In 1842, a mission with a school was built at Badagry by Thomas Freeman and a Mr. and Mrs. deGraft of the Wesleyan Methodist Mission. In the same year, they started another mission with the school at Abeokuta. In 1846, a church and school were built at Abeokuta by Mr. Townsend and Rev. C. A. Golmer of the Church Mission Society. The education of girls received no attention until 1929, when a woman superintendent of education was posted to Ilorin schools. These schools for girls were opened at Kano, Katsina, Sokoto, Birnin Kebbi and Argungu by 1930 to 1936. In that year, 600 girls attended school in the North with the main item of their instruction domestic subjects and hygiene (Lewis, 1965).

According to the research done by Sutherland on 244 women teaching at universities in Finland, France, East Germany, West Germany, and Great Britain, women were a small minority at the professional and administrative level. In all these countries studied, there was explicit recognition of the equal rights of women and men. Britain established its Equal Opportunities Act in 1975, and France created a Ministry for matters concerning women. West Germany's federal structure offers less central definition of women's position but the constitution affirms equal democratic rights. In 1980, Finland's government produced the National Programme of Finland for promoting equality between women and men. East Germany had, for many years, an explicit statement of the Communist Party's determination to give women equal opportunities; general rights of women were common to these countries, yet there were areas where personal factors were influential. Prejudice may also be a factor particularly with unfamiliarity in a formerly male dominated sphere of activity (Sutherland, 1985).

Most interestingly, in France, West Germany, and East Germany, a major factor in reaching a chair or administrative position had been, normally, the writing of a substantial scholarly thesis that might take ten years to complete. In some subject areas an alternative system included long oral examinations. Incidentally, women have never doubted their ability to satisfy the requirements of higher learning or administrative positions (Sutherland, 1985).

A relevant fact was that in the educational system in all these countries women have not reached the 50:50 ratio when it comes to candidates for higher degrees. In the United States of America,

women have reached this ratio at the masters' level. Further observation should be made on which educational system would be the most successful in establishing equality for women at the highest levels in education, and eliminating the influence, prejudices and practical difficulties which may still militate against women's advancement in the higher education.

### Psychoanalytic Theories

According to psychiatric tradition, both men and women are born of woman; both sexes are the mother's child. The overt primitive dependence of both men and women on the mother is full of conflicts, but adults in western society deny this fact. The myths of society make us born of a powerful male god. Woman is later created from the man's body and is subservient to the man. Through this myth, man was thus victorious over his mother's dependence and over all women, and he therefore, in the process, became his own child, too. These simple myths shape the contemporary psyches in the western world (Chasseguet, 1970).

Another theme from psychiatry is Carl Jung's proposition that male and female are one. The male personification of the unconsciousness in women is that animus (male) exhibits both good and bad aspects, as does anima (female) in man. The animus is more apt to take the horn of a hidden "Sacred" conviction. When such a conviction is preached with a loud, insistent, masculine voice or imposed on others by means of brutal emotional scenes, the underlying masculinity

in a woman is easily recognized. However, even in a woman who is outwardly very feminine, the animus (male) can be an equally hard, inexorable power (Jung, 1964).

### Anthropology

Much has been said with the cross-discipline review of related literature in this study, but there are some dimensions which only anthropology can supply. The fact that women differ from men physically, functionally, and perhaps psychologically, is marked as a badge of inferiority. Anthropological thought indicates that a comparison between men and women should be like nature and culture, because men interact with nature to provide the raw food, and women act as culture bearers by using fire to cook the raw food. In developing societies, the ways which women earn their livings influence the status they have in society to some degree. There is no individual correlation between a woman's economic contribution and her status (Kessler & Winston, 1976).

### Biology

The human species, although certainly a biological entity, has, through the use of culture, been divorced from biological imperatives to a greater extent than any other species. There are women who are taller than men, and men who are lighter in weight than women. Some women show greater athletic ability than some men. Both men and women of one society may be taller than both men and women of other societies. The question of greater physical strength is debatable. In many societies, the women do the heavy work, carry the heavy loads, and

walk while men ride or drive. Therefore, sexual dimorphism in humans is less significant now than in the earlier times. This can be regarded as the result of the development of cultural strategies for survival (Kessler & Winston, 1976).

Visio-spatial ability in males and verbal ability in females has been the hallmark of sex differences for over 30 years. Goldman and her colleagues at Yale University School of Medicine in 1983, found that surgically altered bifrontal lobes of 50-day old fetuses brought to term delivery showed marked visio-spatial deficiencies as early as 2.5 months of age. Fetuses, whose mothers were given large doses of testosterone, produced females who showed visio-spatial development as early as 2.5 months, the same as their male counterparts. Goldman suggested that hormonal influences, biochemical change, or insult to the fetus affected the subsequent visio-spatial ability (Goldman, et al., 1983).

Goldman concluded that biomedical research will validate the foundations of a new understanding of human behavior and development. Multidisciplinary research indicated a biological and neurological base for male-female difference.

Durden-Smith and Desimone, in 1983, summarized international research and reported that sex differences are evident very early in life, and are independent of culture. They found males superior in visio-spatial skills and females in verbal fluency. Females prefer responses to people; males prefer responses to the environment. The evidence suggests that the etiology of these responses is prenatal (Durden-Smith & Desimone, 1983).

### Sociology

Reflecting recent sociological perspectives, Peter Rose concluded that equal education for women emphasized the importance of women's education to attract the most valued men and to make women capable of helping their husbands in their careers. Since modern American society values equal opportunity for its members, equal education for women holds out for women the potential opportunity for careers for themselves. Women of all classes are prepared as well as men to enter the occupational system and derive prestige from their participation.

The cultural premise is that women be considered a potential source of disruption, however, if they seek high status positions. Furthermore, their mobility would interrupt routine. The availability of high status positions, the routines and obligations of responsible position, and the integration of family occupation are currently limited to men. In an industrial society whose operation depends on the distribution of traditional ascribed status positions according to achievement, stability cannot be maintained without considerable strain and conflict if women become status achievers (Rose, 1977).

### Evaluation of the Superintendents

One of the most crucial and difficult public positions in school systems today is that of the school superintendent. Few school districts provide for the formal evaluation of a superintendent. The superintendent occupies a responsible leadership position, and has a commitment to education as well as children. The role transcends any allegiance to any single program. This commitment demands competency and efficiency consistent with the needs of the community and

educational system; it will be desirable to subject the superintendent's performance to some means of periodic evaluation, either formal or informal.

East Northport School District in New York reported that the Board of Education should recognize the need for evaluation as essential to an integral part of a systematic approach of management, and as a necessary element to a program of planned improvement. The school board should recognize that evaluation promotes professional improvement and the growth of the superintendent in bringing an improvement of overall performance. Possible categories for the procedures being used in the appraisal of superintendents were set forth. The school system management plan stressed the evaluation of progress toward stated objectives by employing Management By Objectives (MBO).

The checklist of rating scale evaluation indicated the quality of performance of duty, the demonstration of educational leadership, and skill in community relations. Included in the East Northport plan were informal evaluation procedures, which included a verbal appraisal of the superintendent's performance by the board which took place at a scheduled board meeting (Educational Research Services, 1986).

Toll (1983) reported that the merit pay concept has philosophical underlying commitment to the importance of evaluation. Constructive evaluation will produce better administrators. He stated that merit pay decisions, consequently, should be based on thorough evaluations of administrators' performance relative to job descriptions, and to the individual goals established with each administrator by the superintendent (Toll, 1983).



Schools need goals and objectives to strengthen the relationship between board and the superintendent and for smooth operations (Heller, 1984). Developing those goals is only the first step in a continuing process. The development begins with broad goals, making sure school systems employ community members that are familiar with the goals. Heller recommended that school systems make a commitment to their goals, since broad educational goals are the school system's road map. Heller also suggested that yearly objectives be set for the board. He concluded that the superintendent's evaluation should be tied to yearly objectives.

In the area of evaluation, both superintendent and board should abide by the terms of the contract (Zakariya, 1984). The superintendent should be informed of any problems and given time to correct them. The superintendent's contract may, of course, be terminated by mutual agreement of both parties or at the retirement, disability or death of the superintendent. The board should evaluate and assess the superintendent's performance, in writing, at least once a year (Zakariya, 1984).

A full, fair, and formal evaluation was recommended by Bippus (1985). The superintendent would be able to excel, and the board could avoid a breakdown in board-superintendent relationships by setting up a clear, logical, evaluation system. Such a system, Bippus argued, can help the superintendent identify what the board expects of the superintendent and work out progress in meeting those expectancies,

### Summary

Women and men differ from each other biologically, but women's gender role perceptions as dependent beings has culturally negated the female seeking higher status positions. Over the centuries, through education, women have sought professional status and careers in education itself.

In western society, the education of women was at first confined to religion and refinement except for royalty. In the thirteenth century, the most powerful, educated, and influential women administrators were the abbesses in France and Italy who singularly directed schools, churches, hospitals, land holdings, and armies. Nowhere until the twentieth century did women achieve such eminence in leadership as the abbess. Educational and political leadership of women diminished after the reformation. But, by the nineteenth century, women again received the doctorate and sought leadership roles. Until the middle of the twentieth century women were not perceived in the leadership role even though criteria referenced behavior was in their favor.

By the 1970's, serious attempts were made to train women as principals, supervisors, and superintendents, but the cultural perception remained that the profession was masculine oriented. A study of the research indicated that cultural imperatives were overriding qualifications. Women superintendents represented only 2% of the population of superintendents, while half of the teachers were women. Women were evidently not perceived as educational leaders according to folk wisdom. Spain (1973) suggested that the lack of

women in leadership positions was the result of women not perceiving themselves in these roles. Williams and Willower, however, found that women superintendents across the United States found their jobs to be self-rewarding but also highly demanding. Williams and Willower's survey thus contradicted Spain's assertions. In 1985, one outstanding research of public opinion of women in the superintendency in Oregon indicated support of women superintendents in urban areas and by the more educated citizens. The training programs for women as educational leaders suggested that these projects provided women high status positions in education and in fields other than education.

The effectiveness of the superintendents, either male or female, is seldom challenged except by ballot or vote of confidence by the Boards of Education. Subsequently, in the research, there were numerous recommendations that superintendents be regularly evaluated such as in the Northport District in New York and by plans suggested by Toll, Beller, Zakariya, and Bippus.

Essentially women as educational leaders have been the exception. The question is therefore begged: is the lack of women leadership roles one of perception or actual lack of ability?

### Chapter 3

#### Methodology and Procedure

This chapter presented the problem of the study, the description of the sample, method and procedures, instruments used, hypotheses tested, and the method for analyzing the data. The problem of the study was to determine the perceived effectiveness of the female superintendents, as compared to male superintendents, by the professional personnel in the randomly selected school systems.

The subjects were the superintendents in the five southern states of Arkansas, Georgia, North Carolina, South Carolina, and Tennessee. All of these states reported over five female superintendents as legal employees in their state directories. The data collected represented the perceptions of the professional personnel in randomly selected school systems of the five states.

#### The Sample

The original sample for this research consisted of 100 professional personnel from randomly selected school systems in Arkansas, Georgia, North Carolina, and South Carolina. Subjects were randomly selected from lists of currently employed professionals within the selected systems. This sampling was completed in October 1985.

In Tennessee, the same pattern of randomization was attempted, but no superintendents would respond to the initial request. A

Tennessee State Department of Education official reported that the lack of response was due to the reluctance to release home addresses of teachers. In January 1986, a second attempt was made to contact Tennessee superintendents. Five women superintendents agreed to participate. Five male superintendents in comparable size school districts agreed to be a part of the study. They requested the instrument be forwarded to them for distribution. Packets of 25 instruments each and return envelopes were mailed to the 10 school systems in Tennessee. Sampling was completed in February 1986.

#### Selection of the Sample

Telephone calls were made to the state Boards of Education of Arkansas, Georgia, North Carolina, South Carolina, and Tennessee requesting their school directories, or to provide information on the location of the school district and the respective superintendents. A request was made for information concerning the number of the women superintendents as well as men superintendents in their respective school districts.

The school directories from the five states' Boards of Education mentioned above were received. Permission to interrogate subjects for the research project was secured from the Institutional Review Board at East Tennessee State University. Introductory letters were sent to the superintendents in the above mentioned states, asking for permission to randomly select their school personnel in the research project. The superintendents were also asked to send the mailing lists of the personnel, e.g., principals, supervisors, and teachers. This was followed by telephone calls to all these superintendents

explaining the purpose of the study and the procedures for collecting the data. These telephone calls provided opportunity for questions to be answered personally by the researcher. Each superintendent was asked to sign the written consent to administer the questionnaires to their randomly selected personnel in their school systems.

After receiving the mailing lists and signed consent, the questionnaires were mailed to the school systems in four selected states in October 1985, and in February 1986 to Tennessee school systems. A dual-fold reminder card was mailed to the subjects two weeks after the initial mailing.

In January 1986, a second attempt was made to contact all seven of the women superintendents in the State of Tennessee. Five of the women superintendents agreed that their faculties could participate as subjects in the study. The five women superintendents indicated in telephone conversations that the pressures of the Better Schools Program had overwhelmed their professional attention. All of them assured their total cooperation in the study. The letters of consent, letters to the subjects in the study, the instruments, the packets of 25 stamped, addressed envelopes comprised the packets that were mailed to each Tennessee school system. Each superintendent was asked to distribute the questionnaire to the professional faculty. The school systems with male superintendents were randomly selected from the similar small Tennessee school districts of 100 or fewer teachers. The superintendents in all the above Tennessee school districts were requested to distribute the packets to their respective employees. In total, 250 packets were distributed in Tennessee school systems

with female superintendents as well as male superintendents. No attempt at randomization could be made in the distribution of the instruments, thus a different selection process was necessary in Tennessee.

The total in Tennessee consisted of 68 respondents from the school systems where females were superintendents (See Table 1, Chapter 4). There were 58 respondents from the school systems where males were the superintendents in the State of Tennessee. Twenty-three respondents in the school systems where females were the superintendents and 23 respondents where males were the superintendents comprised the subjects in the other four states. Out of 350 total subjects contacted for the study, 178 declined to participate by the deadline. The total respondents returning completed instruments for this study were 91 subjects from the school systems where women were the superintendents and 81 subjects from the school systems where males were the superintendents returned the completed instrument for this study. A total of 172 of the professional personnel were represented in this study.

#### The Instrument

The instrument for this study was a two-part questionnaire. The first section was designed to measure the perceived effectiveness of female superintendents as compared to male superintendents in comparable school systems. The second part of the questionnaire consisted of the demographic variables. The instrument was designed from the 1981 recommendations of the AASA as to the effectiveness of a

superintendent. The quality of work was classified into ten major categories. These categories included policy making, employee regulation, communication, official reporting, personnel selection, evaluation skills, professional programming, leadership, legal insight, community relations, and pupil personnel services (See Appendix A). These competencies were arranged and scaled on a five-point range. Each range was described from the highest level "Far Exceeds," "Exceeds," "Meet," "Partially Meets" and "Does not Meet," at the lowest scale. Numerical values were assigned to each of the 20-point scale ranging 5, 4, 3, 2, 1. The instrument was developed, field tested, and validated prior to administration. The instrument was administered to a sample of 172 subjects. The variables analyzed were the sex of the superintendents, and the sex of the respondents (See Appendix B).

#### Analysis of the Sample

The superintendents selected for this study were female superintendents in small school systems in five selected states--Arkansas, Georgia, North Carolina, South Carolina, and Tennessee. These five states were selected because each of them had five or more women who served as superintendents. School systems in which men superintendents served of comparable size were randomly selected. Subjects were drawn from lists of professional personnel in these selected states. All subjects were numerically ordered and were randomly selected by a table of random numbers. In this initial sample, 175 men and 175 women were selected. The Tennessee sample was drawn from respondents in five school systems with female



superintendents who agreed to participate, and were comparable in size to randomly selected school systems with superintendents who agreed to participate. All Tennessee respondents were included in the study.

#### Demographic Variables

As previous researchers indicated, demographic variables reflect the attitudes toward women in the management position; therefore, the ten item demographic data included were: (1) size of school district, (2) type of school district, (3) length of time current superintendent has served under contract, (4) sex of superintendent, (5) age of superintendent, (6) level of education attainment of the superintendent, (7) age range of the personnel evaluating the superintendent, (8) sex, (9) college degree, and (10) number of years as being a professional educator. The sample in this study came from school systems with 5,000 to 20,000 students. The sample collected came from largely rural school districts. The superintendents had served under contract from one year to more than ten years. The superintendents in the study were identified as male or female. The superintendents were between 30 years of age to over 40 years. The levels of educational attainment of the superintendents were baccalaureate college degree to doctorate. The professional personnel selected as subjects were from 20 years of age to over 50 years of age. They were identified as males or females. They had baccalaureate to doctorate degrees. The range of service was from one year to over 20 years of professional experience.

### Statistical Analysis Procedure

The hypotheses of the present study was stated in the null form because there was a paucity of research on direct evaluation of the superintendents. For statistical treatment, the null form of the hypothesis was tested. The use of the null hypothesis is predicated upon the assumption that there is no difference between the population means and that any difference indicated is unimportant and incidental.

The data from the completed instruments were compiled and transcribed to a McIntosh-XL in software package statfast. The first test included a two-tailed t-test and an ANOVA (Analysis of Variance) that was selected for analyzing and interpreting all the hypotheses stated in this study. Additional tests of the data included the Newman-Keuls test for significant interaction. Statistical significance for differences was set at the .05 level of confidence.

### Procedures

A review of literature was conducted at the Sherrod Library at East Tennessee State University utilizing the ERIC resources, interlibrary loan, the MED-LINE of the Library of the Quillen-Dishner College of Medicine, and Hoskins Graduate Library, The University of Tennessee, Knoxville. The areas of women's role in educational leadership and the evaluation of school leadership were the focus of the concentrated review from 1970 to 1986.

The instrument was derived from the summary recommendations in AASA bulletins concerning the competency of the superintendent (1981).

Intact classes, workshops, and institutes at East Tennessee State University in graduate studies in education were randomly selected to test the instrument.

Telephone calls were made to state departments of education in Arkansas, Georgia, North Carolina, and South Carolina for mailing lists of the professional faculty in school systems of all women superintendents and of men superintendents in school systems of comparable size.

A list of Tennessee superintendents was acquired from the Tennessee State Department of Education, Johnson City, to insure recency and accuracy of the Tennessee listing.

All female superintendents in Arkansas, Georgia, South Carolina, and North Carolina were contacted by letter for permission to survey the school personnel. Male superintendents in school districts of comparable size were selected by a code of random numbers. A contact letter was mailed to a total number of eight school systems in Arkansas, Georgia, North Carolina, and South Carolina. Mailings were made directly to the school professional personnel. A follow-up reminder card was mailed two weeks later. In Tennessee, the mailings were forwarded directly to five female and five male superintendents and were distributed within the total of ten school systems. Upon receipt of 50% of returned instruments, the responses were compiled and the data analyzed at the deadline date.

The data were analyzed on an Apple McIntosh personal computer with an ANOVA program for unequal N's. Conclusions and recommendations were presented.

Null Hypotheses

H<sub>0</sub>1 There will be no significant differences between the perception of either male or female professional personnel on the effectiveness of either male or female superintendents in carrying out school policies.

H<sub>0</sub>2 There will be no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents in administering instruction to the school employees.

H<sub>0</sub>3 There will be no significant differences in the perceptions of male and female professional employees as to effectiveness of either male or female superintendents in their ability to communicate school policies and programs.

H<sub>0</sub>4 There will be no significant differences in the perceptions of male and female professional employees of either male or female superintendents in their ability and effectiveness to prepare and defend the school budget.

H<sub>0</sub>5 There will be no significant differences in the perceptions of male and female employees as to effectiveness of either male or female superintendents in their ability to select and recommend qualified personnel and establish sound personnel policy.

H<sub>0</sub>6 There will be no significant differences in the perceptions of either male or female professional employees as to effectiveness of either male or female superintendents in their ability to formulate and recommend evaluation policies.

H<sub>0</sub>7 There will be no significant differences in the perceptions of either male or female professional employees as to effectiveness of either male or female superintendents in their ability to provide leadership for the educational programs.

H<sub>0</sub>8 There will be no significant differences in the perceptions of either male or female professional employees as to effectiveness of their male or female superintendents in their ability to interpret federal and state laws into school programs' policy.

H<sub>0</sub>9 There will be no significant differences in the perceptions of either male or female professional employees as to effectiveness of their male or female superintendents in their ability to coordinate the human resources of the school,

H<sub>0</sub>10 There will be no significant differences in the perceptions of either male or female professional employees as to effectiveness of either male or female superintendents in their ability to encourage the development of services for pupils.

#### Summary

The problem of this study was to determine the perceived leadership behavior of female superintendents as compared to male superintendents. An instrument was constructed from AASA recommendation for superior performance of school administrators and a subsequently validated demographic data sheet accompanied the survey instrument. The subjects were selected from southern states in which there were more than five women superintendents officially listed by the state Board of Education. The states included Arkansas,

Georgia, North Carolina, South Carolina, and Tennessee. The survey instrument was forwarded to 350 subjects; 172 subjects responded from the five states. The sample was drawn from small school districts.

The research design was a classic 2x2 tested by a one way ANOVA with Newman-Keuls applied to determine the source of interaction. The hypotheses were stated in the null. Statistical significance for differences was set at the .05 level of confidence.

## CHAPTER 4

### Analysis of Data

The purpose of this study was to determine the perceived effectiveness of female superintendents, as compared to male superintendents, by the professional personnel in randomly selected school systems. The data were analyzed to test the hypotheses set forth in the third chapter. Data were also analyzed to determine the relationship between attitudes and selected demographic variables in the study, and whether there were significant differences in the perceptions of the professional personnel grouped by selected demographic variables. The professional personnel's perception of the leadership behavior of women superintendents as well as men superintendents in the same school system was measured. The data were collected and analyses made. Analyses of the demographics are presented in this chapter.

A one way Analysis of Variance (ANOVA) as well as a t-test were used to analyze the data for significant differences between variables. A Newman-Keuls was used to test for significant differences between the cells. The data were analyzed and presented in the tables as they pertained to the hypothesis developed for the study.

#### Findings on the Demographic Variables

The specific demographic variables identified in this study were utilized because previous studies had shown that they made impact upon the attitudes toward women in management or administrative positions.

1. An analysis of a total responses showed that the majority of both male and female superintendents evaluated by the professional personnel came from school systems with less than 5,000 students (See Appendix G).

2. A majority of male as well as female superintendents evaluated by the professional personnel in their respective school systems came from small rural school districts.

3. A majority of the superintendents evaluated by the professional personnel have served 1-4 years under contract, some have served 5-10 years under contract, but very few have served more than 10 years under contract.

4. Half of the superintendents evaluated were male, and half were female.

5. A majority of the superintendents evaluated by the professional personnel were between the ages of 40-49 years.

6. A majority of the male as well as female superintendents evaluated by the professional personnel held Masters' degrees. Sixty-seven of the superintendents had a baccalaureate and 30 of the women superintendents had doctoral degrees but none of the male superintendents had doctoral degrees.

7. A majority of the professional personnel who evaluated the superintendents in their respective school districts were between the ages of 30-39 years. Forty-three were between the ages of 40-49 years. Thirty-five were above 50 years.

8. Fifty-eight male professional personnel evaluated either male or female superintendents in their respective school districts.



Sixty-eight female professional personnel evaluated either male or female superintendents in their respective school districts.

9. A majority of the professional personnel who evaluated the superintendents had Master's degrees. Seventy-eight respondents had a Bachelor's degree. Nine professional personnel had Specialist in Education degrees, and one male respondent had a doctorate in education degree.

10. A majority of the professional personnel had been professionally employed for 15-19 years. Forty-one had been professionals for 10-14 years. Thirty-two had been professionals for over 20 years. Thirty-one had been professional educators for 5-9 years. Twenty-two had been professionals for 1-4 years (See Appendix G).

#### Presentation of the Data

$H_0$  There will be no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents in carrying out school policies.

A significant difference within the groups from the four selected southern states was found at .05 level of confidence. Utilizing the Newman-Keuls the significant difference was between Column 1 and Column 3. The highest mean score (4.143) was perceived by male professionals of the female superintendents in the ability to carry out school policy (See Table 2). The significant difference between Column 1 and Column 3 was the higher rating of men of women superintendents than women professionals rating of men superintendents

Table 1

Demographics: The Number of the Subjects in Each  
of the Response Categories

(A) Other Southern States--Arkansas, Georgia  
 North Carolina and South Carolina

	Male Superintendents	Female Superintendents
Male Professionals	8	13
Female Professionals	13	10
Total	23	23

N = 46

(B) Tennessee

	Male Superintendents	Female Superintendents
Male Professionals	22	12
Female Professionals	36	56
Total	58	68

N = 126

Total N = 172

(3.133). The female superintendents were therefore perceived by the male professionals as competent while females rated male superintendents the lowest in this category. Therefore, the null hypothesis was rejected (See Table 2).

In Tennessee there was no significant difference between groups, thus the null hypothesis was not challenged (See Table 3).

$H_0^2$  There will be no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents in suggesting regulations and giving instructions to school employees.

There was a significant difference found within groups in the four selected southern states in the ability of the superintendent to suggest regulations and to give instructions. The significant difference as analyzed by Newman-Keuls' significant difference was between Columns 1 and 3, 2 and 3, and 4 and 3 (See Table 4). The null hypotheses was rejected for the data from the four selected southern states.

In the selected southern states, male superintendents were rated below the mean in their ability to suggest regulation and give instructions by the female professionals (Mean 2.667).

On the one way ANOVA there was no significant difference found between the faculty perception of male and female superintendents' ability to suggest regulations and give instructions by the Tennessee subjects (See Table 5). The null hypothesis stands.

Table 2

Comparison Between Male and Female Professionals' Perception  
of Their School Superintendents' Ability to Carry Out Rules,  
Policies and Regulations in Four Selected Southern States

---

One Way ANOVA 4 Groups

Analysis of Variance Table

---

Source:	DF:	Sum Squares:	Mean Squares:	F-test:
Between groups	3	7.559	2.52	1.74
Within groups	43	39.548	.92	.05 < p ≤ .10
Total	46	47.106		

---

Model II estimate of between component variance = .139

---

Group:	Count:	Mean:
Column 1 Mt Fs ( $b_1$ )	14	4.143
Column 2 Mt Ms ( $b_2$ )	8	3.5
Column 3 Ft Ms ( $b_3$ )	15	3.133
Column 4 Ft Fs ( $b_4$ )	10	3.7

---

Newman-Keuls Procedure

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

---

	$b_1$	$b_2$	$b_3$	$b_4$
$b_1$				
$b_2$				
$b_3$		*		
$b_4$				

---

Table 3

Comparison Between Male and Female Professionals' Perception  
of Their School Superintendents' Ability to Carry Out Rules,  
Policies, and Regulations in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF	Sum Squares:	Mean Square	F-test:
Between groups	3	1.989	.663	1.064
Within groups	122	76.011	.623	p > .25
Total	125	78		

---

Model II estimate of between component variance = .001

---

Group	Count:	Mean:
Column 1 Mt Fs	12	4
Column 2 Mt Ms	22	4.091
Column 3 Ft Ms	36	3.806
Column 4 Ft Fs	56	4.089

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 4

Comparison Between Male and Female Professionals' Perception of  
Their Male or Female School Superintendents' Ability to Suggest  
Regulations and to Give Instruction Necessary to Make Effective  
School Policies in the Four Selected Southern States

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	11.486	3.829	3.3
Within groups	40	46.401	1.16	.025 < p < .05
Total	43	57.886		
Model II estimate of between component variance = .249				.05*

Group:	Count:	Mean:
Column 1 Mt Fs ( $b_1$ )	13	3.846
Column 2 Mt Ms ( $b_2$ )	8	3.375
Column 3 Ft Ms ( $b_3$ )	15	2.667
Column 4 Ft Fs ( $b_4$ )	8	3.75

Newman-Keuls Procedure				
	$b_1$	$b_2$	$b_3$	$b_4$
Mt - Male Teacher	$b_1$			
Ms - Male Superintendent	$b_2$			
Fs - Female Superintendent	$b_3$	*	*	*
Ft - Female Teacher	$b_4$			

Table 5

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Suggest Regulation and to Give Instructions Necessary to Make  
School Policies in Tennessee

---

One Way ANOVA 4 Groups

Analysis of Variance Table

---

Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	.302	.101	.157
Within groups	123	78.69	.64	p > .25
Total	126	78.992		

---

Model II estimate of between component variance = -.019

---

Group:	Count:	Mean:
Column 1 Mt Fs	12	4.083
Column 2 Mt Ms	22	3.909
Column 3 Ft Ms	38	3.974
Column 4 Ft Fs	55	4.018

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

$H_0^3$  There will be no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents to communicate school policies.

The one way ANOVA revealed a significant difference within groups at the .005 level of confidence in the data obtained from the four selected southern states. Significant differences were between Column 1 and 2, and 1 and 3, and between Column 4 and 2, and between 4 and 5 (See Table 5). The male professionals evaluated female superintendents with a mean score of 4.077 as compared to male evaluation of male superintendents at 3.00 and female evaluation of male superintendents of 2.667.

The female subjects' perception of female superintendents was significantly higher than their perception of male superintendents' ability to communicate school policies, and was significantly different from the male's perception of the male superintendent's ability in this category. The null hypothesis was rejected for the data collected from the selected four southern states. (See Table 6).

There was no significant difference on the one-way ANOVA for the Tennessee respondents. The null hypothesis stands (See Table 7)

$H_0^4$  There will be no significant difference between the perception of either male or female professional personnel as to effectiveness of either male or female superintendent to prepare and defend the budget.



Table 6

Comparison Between Male and Female Professionals' Perception of  
Either Their Male or Female Superintendents' Ability to Communicate  
School Policy in the Four Selected Southern States

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square	F-test:
Between groups	3	15.452	5.151	5.321
Within groups	42	40.656	.968	.0001 < p ≤ .005
Total	45	56.109		
Model II estimate of between component variance = .37				.005

Group:	Count:	Mean:
Column 1 Mt Fs (b <sub>1</sub> )	13	4.077
Column 2 Mt Ms (b <sub>2</sub> )	8	3
Column 3 Ft Ms (b <sub>3</sub> )	15	2.667
Column 4 Ft Fs (b <sub>4</sub> )	10	3.6

Newman-Keuls Procedure

	b <sub>1</sub>	b <sub>2</sub>	b <sub>3</sub>	b <sub>4</sub>
Mt - Male Teacher				
Ms - Male Superintendent	b <sub>1</sub>			
Fs - Female Superintendent	b <sub>2</sub>	*	*	
Ft - Female Teacher	b <sub>3</sub>			
	b <sub>4</sub>	*	*	

Table 7

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Communicate School Policy in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	.075	.025	.029
Within groups	122	106.854	.876	p > .25
Total	125	106.929		

---

Model II estimate of between component variance = .03

---

Group	Count:	Mean:
Column 1 Mt Fs	12	4.083
Column 2 Mt Ms	22	4.045
Column 3 Ft Ms	35	4
Column 4 Ft Fs	57	4.018

---

Newman-Keuls Procedure

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

The one way ANOVA of the data from the four selected southern states revealed a significant difference within groups at the .05 level of confidence.

The Newman Keuls showed the significant difference to be between Columns 1 and 3, between Columns 2 and 3, and between 4 and 3 (See Table 7). The female professionals perceived the male superintendents' ability to prepare and defend the budget only at the acceptable level (Mean 3.00). The null hypothesis was rejected for the data from four selected southern states (See Table 8).

There was no significant difference found on the one way ANOVA on the Tennessee data (see Table 9). The null hypothesis stands.

$H_0^5$  There will be no significant difference between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents to select and recommend qualified personnel for employment and establish personnel policy.

The one way ANOVA of the data from the four selected southern states revealed significant difference within groups at the .05 level of confidence. The Newman-Keuls showed the significant differences to be between 1 and 3, and between 2 and 2, and between 4 and 3 (See Table 10).

The female professional personnel perceived the male superintendents' ability to select and recommend qualified personnel for employment at a low level. (Mean 2.467). Male professional personnel as well as female professionals perceived the female superintendents' ability in the selection of personnel for employment

Table 8

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Prepare and Defend the School Budget in Four Selected Southern  
States

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	6.866	2.289	3.237
Within groups	44	31.113	.707	.025 p .05
Total	47	37.979		
Model II estimate of between component variance = .134				.05
Group:	Count:	Mean:		
Column 1 Mt Fs ( $b_1$ )	13	3.846		
Column 2 Mt Ms ( $b_2$ )	8	3.875		
Column 3 Ft Ms ( $b_3$ )	16	3		
Column 4 Ft Fs ( $b_4$ )	11	3.636		
Newman-Keuls Procedure				
	$b_1$	$b_2$	$b_3$	$b_4$
Mt - Male Teacher			*	
Ms - Male Superintendent	$b_1$		*	
Fs - Female Superintendent	$b_2$		*	
Ft - Female Teacher	$b_3$		*	
	$b_4$			

Table 9

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Prepare and Defend the School Budget in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	2.751	917	1.092
Within groups	123	103.297	84	p > .25
Total	126	106.047		

---

Model II estimate of between component variance - .134

---

Group:	Count:	Mean:
Column 1 Mt Fs	13	4.300
Column 2 Mt Ms	23	4
Column 3 Ft Ms	36	3.833
Column 4 Ft Fs	55	3.836

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 10

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Select and Recommend Qualified Personnel and to Establish  
Sound Personnel Policy in Four Selected Southern States

One Way ANOVA 4 Groups

Analysis of Variance Table

Source	DF:	Sum Squares:	Mean Square:	F test:
Between groups	3	9.853	3.284	3.041
Within groups	42	45.364	1.08	$.025 < p \leq .05$
Total	45	55.217		

Model II estimate of between component variance - .195

Group	Count	Mean:
Column 1 Mt Fs ( $b_1$ )	13	3.462
Column 2 Mt Ms ( $b_2$ )	8	3.5
Column 3 Ft Ms ( $b_3$ )	15	2.467
Column 4 Ft Fs ( $b_4$ )	10	3.4

Newman-Keuls Procedure

	$b_1$	$b_2$	$b_3$	$b_4$
Mt - Male Teacher	$b_1$		*	
Ms - Male Superintendent	$b_2$		*	
Fs - Female Superintendent	$b_3$			
Ft - Female Teacher	$b_4$		*	

at the exceptional level of above (Mean 3.000). The null hypothesis was rejected for the data from the four selected southern states.

There were no significant differences found on one way ANOVA in the State of Tennessee data (See Table 10). The null hypothesis stands (See Table 11).

H<sub>0</sub>6 There were no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents to formulate and recommend evaluation policies.

There were no significant differences found in the four selected southern states. The null hypothesis stands. There was a significant difference found within groups on the one way ANOVA at the .10 level of confidence of the four selected southern states on the ability of formulating and recommending evaluation policies. The significant difference was analyzed by Newman-Keuls. Significance was found between Columns 1 and 3 (See Table 13).

The male professional personnel as well as the female professional evaluated the female superintendent very high at the mean square (4.231) and (3.914) respectively. Female personnel evaluated the male superintendent above the mean (3.000). The null hypothesis was rejected for the Tennessee data (See Tables 12 and 13).

H<sub>0</sub>7 There were no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendents to provide professional leadership for the educational programs.

Table 11

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Select and Recommend Qualified Personnel to Establish Sound  
Personnel Policy in Tennessee

---

One Way ANOVA 4 Groups

Analysis of Variance Table

---

Source	DF:	Sum Squares:	Mean Squares:	F-test:
Between groups	3	2.866	.955	1.206
Within groups	122	96.634	.792	p > .25
Total	125	99.5		

---

Model II estimate of between component variance = .006

---

Group	Count:	Mean:
Column 1 Mt Fs	12	4.083
Column 2 Mt Ms	22	4.045
Column 3 Ft Ms	35	3.657
Column 4 Ft Fs	57	3.807

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD



Table 12

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Formulate and Recommend Evaluation Policies in Four Selected  
Southern States

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	4.664	1.555	2.087
Within groups	41	30.536	.745	.10 < p ≤ .25
Total	44	35.2		

---

Model II estimate of between component variance = .074

---

Group	Count:	Mean:
Column 1 Mt Fs	13	3.231
Column 2 Mt Ms	7	3.714
Column 3 Ft Ms	15	2.8
Column 4 Ft Fs	10	3.4

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 13

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female Superintendents' Ability to  
Formulate and Recommend Evaluation Policies in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	4,816	1.605	2.389
Within groups	121	81.312	.672	.05 < p ≤ .10
Total	124	86,128		

---

Model II estimate of between component variance = .033

---

Group:	Count:	Mean:
Column 1 Mt Fs (b <sub>1</sub> )	13	4.231
Column 2 Mt Ms (b <sub>2</sub> )	20	3.7
Column 3 Ft Ms (b <sub>3</sub> )	34	3.588
Column 4 Ft Fs (b <sub>4</sub> )	58	3.914

---

Newman-Keuls Procedure				
	b <sub>1</sub>	b <sub>2</sub>	b <sub>3</sub>	b <sub>4</sub>
Mt - Male Teacher	b <sub>1</sub>			
Ms - Male Superintendent	b <sub>2</sub>			
Fs - Female Superintendent	b <sub>3</sub>	*		
Ft - Female Teacher	b <sub>4</sub>			

---

There was a significant difference found within groups at the .05 level of confidence on the data obtained from the four selected southern states on the one way ANOVA. The significant differences were analyzed by the Newman Keuls. Significant differences were between Column 1 and 3, and between Column 4 and 3 (See Table 14).

The male professionals and the female professionals evaluated female superintendents with a mean score of 3.00, as compared to female professional's evaluation of male superintendents with the mean score of (2.00) on the professional leadership (See Table 14). The null hypothesis was rejected. There was no significant differences on the one way ANOVA for Tennessee. The null hypothesis was not challenged (See Table 15).

H<sub>0</sub>8 There is no significant differences between the perception of either male or female professional personnel as to effectiveness of either male or female superintendent to interpret federal and state laws into school programs policy.

There was no significant differences on the one way ANOVA for the four selected states as well as Tennessee (See Tables 15 and 16) on the personnel's perception of effective interpretation of federal and state laws (See Tables 16 and 17).

H<sub>0</sub>9 There will be no significant difference between the perception of either male or female professional personnel as to effectiveness of either male or female superintendent to coordinate the human resources of the school.

The one way ANOVA revealed significant differences within groups at the .005 level of confidence in the data obtained from the four

Table 14

Comparison Between Male and Female Professors' Perception  
of Either Their Male or Female Superintendents' Ability as a  
Professional Leader in Educational Programs in Four Selected  
Southern States

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test
Between groups	3	12.134	4.045	2.87
Within groups	42	59.192	1.409	.025 < p ≤ .05
Total	45	71.326		
Model II estimate of between component variance = .233				.05*

Group	Count:	Mean:
Column 1 Mt Fs (b <sub>1</sub> )	13	3.846
Column 2 Mt Ms (b <sub>2</sub> )	8	3.25
Column 3 Ft Ms (b <sub>3</sub> )	15	2.6
Column 4 Ft Fs (b <sub>4</sub> )	10	3.6

Newman-Keuls Procedure				
	b <sub>1</sub>	b <sub>2</sub>	b <sub>3</sub>	b <sub>4</sub>
Mt - Male Teacher	b <sub>1</sub>		*	
Ms - Mals Superintendent	b <sub>2</sub>			
Fs - Female Superintendent	b <sub>3</sub>			
FT - Female Teacher	b <sub>4</sub>		*	

Table 15

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents'  
Ability as a Professional Leader in Educational  
Programs in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	4.211	1.404	1.95
Within groups	122	87.828	.72	.10 < p < .25
Total	125	92.04		

---

Model II estimate of between component variance = .024

---

Group	Count:	Mean:
Column 1 Mt Fs	12	4.167
Column 2 Mt Ms	21	4.286
Column 3 Ft Ms	35	3.8
Column 4 Ft Fs	58	4.172

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 16

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Interpret Federal and State Laws Into Program Policy in  
Four Selected Southern States

---

One Way ANOVA 4 Groups

Analysis of Variance Table

---

Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	4.144	1.381	1.768
Within groups	39	30.461	.781	.10 < p ≤ .25
Total	42	34.605		

---

Model II estimate of between component variance - .056

---

Group	Count:	Mean:
Column 1 Mt Fs	13	3.692
Column 2 Mt Ms	8	3.625
Column 3 Ft Ms	12	3.083
Column 4 Ft Fs	10	3.9

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 17

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Interpret Federal and State Laws Into Program Policy in  
Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	1.34	.447	.508
Within groups	124	109.027	.879	p > .25
Total	127	110.367		

---

Model II estimate of between component variance = -.015

---

Group:	Count:	Mean:
Column 1 Mt Fs	13	4.077
Column 2 Mt Ms	21	4
Column 3 Ft Ms	35	3.771
Column 4 Ft Fs	59	3.966

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

selected southern states. There were significant differences between Columns 1 and 2, and Columns 2 and 3, between Columns 4 and 2, and between Columns 2 and 3 (See Table 18).

The male professional, as well as female professional, evaluated the female superintendent on the ability to coordinate the human resources of the school above the mean level of 3.00 (See Table 18). Female professionals evaluated male superintendents on this hypothesis at the mean level of 2.00. The null hypothesis was rejected.

The one way ANOVA was used for the Tennessee data and there was no significant differences (See Table 19). The null hypothesis stands.

$H_{010}$  There will be no significant difference between the perception of either male or female professional personnel as to effectiveness of either male or female superintendent to encourage the development of service for pupils.

The one way ANOVA was used on the four selected states as well as Tennessee, on the perception of the personnel as to the ability of the superintendent regarding the development of pupils' services. There were no significant differences (See Tables 20 and 21 respectively). The null hypothesis stands.



Table 18

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Creatively Coordinate the Human Resources of the Schools  
in Four Selected Southern States

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	19.246	6.415	6.468
Within groups	41	40.665	.992	.0001 $p \leq .005$
Total	44	59.911		

---

Model II estimate of between component variance = .489      \*\*\*.005

---

Group:	Count:	Mean:
Column 1 Mt Fs (b <sub>1</sub> )	13	3.769
Column 2 Mt Ms (b <sub>2</sub> )	8	2.75
Column 3 Ft Ms (b <sub>3</sub> )	14	2.214
Column 4 Ft Fs (b <sub>4</sub> )	10	3.5

---

Newman-Keuls Procedure				
	b <sub>1</sub>	b <sub>2</sub>	b <sub>3</sub>	b <sub>4</sub>
Mt - Male Teacher				
Ms - Male Superintendent	b <sub>1</sub>	*	*	
Fs - Female Superintendent	b <sub>2</sub>			
Ft - Female Teacher	b <sub>3</sub>			
	b <sub>4</sub>	*	*	

---

Table 19

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Creatively Coordinate the Human Resources in the School  
Systems in Tennessee

One Way ANOVA 4 Groups  
 Analysis of Variance Table

Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	3.618	1,206	1,548
Within groups	124	96.6	.779	.10 < p < .25
Total	127	100.219		

Model II estimate of between component variance = .015

Group:	Count:	Mean:
Column 1 Mt Fs	12	4.25
Column 2 Mt Ms	21	4
Column 3 Ft Ms	37	3.703
Column 4 Ft Fs	58	3.759

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 20

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Encourage Pupil Personnel Services in Four Selected  
Southern States

---

One Way ANOVA 4 Groups

Analysis of Variance Table

---

Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	6.929	2.31	2.189
Within groups	42	44.31	1.055	.10 < p ≤ .25
Total	45	51.239		

---

Model II estimate of between component variance = .111

---

Group:	Count:	Mean:
Column 1 Mt Fs	13	3.615
Column 2 Mt Ms	8	3.25
Column 3 Ft Ms	15	2.667
Column 4 Ft Fs	10	3.4

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

Table 21

Comparison Between Male and Female Professionals' Perception  
of Either Their Male or Female School Superintendents' Ability  
to Encourage Pupil Personnel Services in Tennessee

---

One Way ANOVA 4 Groups				
Analysis of Variance Table				
Source	DF:	Sum Squares:	Mean Square:	F-test:
Between groups	3	1.343	.448	.625
Within groups	123	88.121	.716	p > .25
Total	126	89.465		

---

Model II estimate of between component variance = -.009

---

Group	Count:	Mean:
Column 1 Mt Fs	13	3.923
Column 2 Mt Ms	21	3.952
Column 3 Ft Ms	36	3.667
Column 4 Ft Fs	57	3.825

---

Mt - Male Teacher  
 Ms - Male Superintendent  
 Fs - Female Superintendent  
 Ft - Female Teacher

NSD

### Summary

The demographic analysis of the data obtained from this research revealed that 172 subjects responded to this survey. Both male and female professionals consistently rated female superintendents favorably. In the four selected southern states, randomly selected female professional personnel rated their male superintendents low on all but two points on the scale. The highest rating in the total survey was by the male teachers rating male superintendents on their leadership ability. The male teachers rated female superintendents higher on policy making, evaluation, personnel policy, and communication. Female professional personnel rated the male superintendents as below the requirement on their ability to suggest regulation and give instruction, communicate board policy, select and utilize personnel, formulate and recommend evaluation policies, demonstrate professional leadership, and creatively utilize the human resources of the school system, in the four selected southern states,

From self-selected subjects in Tennessee, there was no significant difference found on the respondent ratings, except on evaluation. The respondents found their superintendents as often exceeding the requirements on all the items. Female teachers rated the male superintendents in Tennessee as average on the majority of the items but their perception of female superintendents ranged from average to high ratings.

The initial subjects in the study were randomly drawn from the school systems in which there were female superintendents. The school systems with male superintendents were of comparable size, and of

geographical similarity. The sample was from small school systems in the rural south. The respondents were experienced teachers. The overwhelming majority had over 15 years of experience. The majority of the respondents had master's degrees, one a specialist degree, and one a doctoral degree in education.

The null hypotheses were rejected in Hypotheses 1, 2, 3, 4, 5, 6, 7, and 9. The null hypotheses were not challenged on Hypothesis 8 and 10 in the four selected southern states.

The null hypothesis in the State of Tennessee was rejected in Hypothesis 6, the null hypotheses were not challenged on Hypotheses 1, 2, 3, 4, 5, 7, 8, 8 and 10,

## Chapter 5

### Summary, Findings, Conclusions, Recommendations, and Implications

#### Summary

##### Problem

The problem of this study was to determine the perceived leadership behavior of female superintendents as compared to male superintendents as reported by the professional personnel in their respective school systems.

The "Ten Point Competency Rating" questionnaire was selected to appraise the superintendents in a systematic way and in terms of his or her actual performance. A demographic survey sheet was also used to collect the data needed for the study.

##### Procedures

The sample of this study was composed from the lists and directories given to the researcher by the departments of education of the five states. An initial random sample of 350 subjects was drawn from the population, and a total of 172 professional personnel from the five states was selected to participate in this study. The research design of 2x2 classic was used. The hypotheses were stated in the null.

#### Findings

Both male and female professionals consistently rated female superintendents favorably. Female professionals in the four selected

southern states rated their male superintendents low on all but two points on the scale. The highest rating in the total survey was by the male teachers rating male superintendents on their leadership ability. The male teachers rated female superintendents higher on policy making, evaluation, personnel policy, and communication. Female teachers in the four selected southern states rated the male superintendents as below the mean on their ability to suggest regulations and give instruction, communicate board policy, select and utilize personnel, formulate and recommend evaluation policies, demonstrate professional leadership, and creatively utilize the human resources of the school system.

#### Statistical Summary - Four Selected Southern States

The ANOVA revealed significant interaction on Item #1 on the superintendents' ability to carry out school board policy at the .10 level of confidence. The Newman-Keuls analysis showed the significant differences to be a positive perception by males of female superintendents and the perception of male superintendents as average by female teachers.

On Item #2 measuring the superintendents' ability to suggest regulations and give instructions significance was at the .05 level of confidence. The significant difference as shown by Newman-Keuls was between the high ratings of men for female superintendents and the low rating of females of male superintendents. Male teachers rated male superintendents on par with their counterparts, while female teachers rated women superintendents one point higher on the scale than male superintendents.



On Item #3 the ANOVA indicated a .005 level of confidence in the significance of the data on the superintendents' ability to communicate school board policy. Significant difference was found in the low rating of male superintendents by the female teachers. In contrast male teachers rated female superintendents above average on their behavior.

On the ability to prepare and defend the budget (Item #4), the ANOVA indicated significance at .05 level of confidence. The male superintendents were rated average by female teachers while male teachers' ratings approached an above average rating for female superintendents.

On Item #5, the ability to select and utilize qualified personnel significance was found at the .05 level of confidence. The significance was found in the low ratings by female teachers of male superintendents and the above average rating by males or male superintendents and females of female superintendents.

On the item measuring the ability to formulate and recommend evaluation policies, the data revealed no significant differences in the perception of either male or female perceptions of their superintendents.

On Item #7, measuring professional leadership in educational programs, female teachers rated male superintendents as below average while male leaders rated female superintendents as above average. Female teachers rated female superintendents as above average.

No significant difference was found in the perception of either male or female professionals in their perceptions of their

superintendents' ability to interpret federal and state laws with program policy.

The superintendents' ability to utilize human resources was tested (Item #7) by the ANOVA. The analyses showed a highly significant interaction at the point .005 level of confidence. Both male and female teachers rated male superintendents below average while both the male and female teachers rated female superintendents above average.

On Item #10 concerning the superintendent's ability to develop pupil personnel services, no significant differences were shown on the ANOVA.

#### Statistical Survey: Tennessee

All the null hypotheses stood except one. Significance was found at the .10 level of confidence on the Item #6 relating to the superintendent's ability to formulate and recommend evaluation policies. This was the only item that tended to parallel the data from the other four southern states. Female teachers gave a somewhat lower rating to male superintendents in their ability to evaluate personnel. Conversely, male teachers rated female superintendents above average on their evaluation policies.

On all items rated by Tennessee respondents, no significant difference was found because the respondents found their superintendents as often exceeding the requirement, except on one item, evaluation. On pupils' services, there were fewer low scores but no significance was found. Female teachers rated the male

superintendents as average on the majority of the items but their perception of female superintendents was mixed in high and average ratings.

### Demographics

The subjects in the study were drawn from the school systems in which there were female superintendents. The school systems with male superintendents were of comparable size and of geographic similarity. The sample was from small school systems in the rural south. The respondents were experienced teachers. The overwhelming majority had over 15 years of experience. A majority of the respondents had a masters' degree, one had a specialist degree, and one, a doctorate in education.

Of the superintendents evaluated in the present study, 27 female superintendents had doctorates. In this study, 21 men held the doctorate and 67 women held the specialist degree, and 35 men held the same degree.

This study was a classic 2x2 design; male and female were separated in order to measure their perceptions of either male or female superintendents' professional behavior. The Statistical Analyses was a one way ANOVA with unequal Ns. The hypotheses were stated in the null.

### Conclusions

All the school systems that were selected for the purpose of this study were small, thus enabling the professional personnel to know the superintendent on both a personal and professional level. There was,

however, the difference in the number of respondents in Tennessee as compared to the other four states. The lack of randomization of subjects in Tennessee was operating as a bias. The highest number of respondents were female teachers evaluating female superintendents, and one could, therefore, conclude that women in Tennessee were very eager to make their opinions known concerning their very popular female superintendents.

The marked differences were in the four southern states of Arkansas, Georgia, North Carolina, and South Carolina. The evidence suggested from ANOVA indicates that female professional employees perceived their male superintendents' performance only as average or above average on most of the items on the ten-point scale. In these southern states, both female and male professional personnel perceived the female superintendents in a positive manner. The data itself cannot suggest why Tennessee superintendents received the overall excellence rating by their faculties. Perhaps the Tennessee social, political, and state educational planning policy affected the respondents' patterns in the data. Tennessee was in the first year of the Better Schools Program. Intensive personnel evaluation was attempted by teams external to the school system. The superintendents in these situations were placed in the role as mediators, and perhaps had an extraordinary opportunity to ingratiate the role of the superintendent. There were no marked differences between male and female in their perceptions of their superintendents except on the budget and fairness of evaluation. The question of evaluation was not

of significance in the four selected southern states where evaluation was not the major issue it was in Tennessee.

In personnel evaluation and managing human resources, women were perceived to be more successful than the male counterparts. Both male and female professional personnel in Tennessee prefer to be evaluated by women superintendents. The negative perception of male out-of-state superintendents is difficult to explain. The women in the other states perceived the male superintendents as average in performance but below average in their ability to communicate. There is no doubt, however, that the women held the male superintendents in the four selected states in low esteem.

#### Recommendations

The following recommendations were suggested:

1. Female superintendents' competencies should be compared with male superintendents in large urban school systems and in selected regions of the United States.
2. Determination of sex differences and gender role perception of superintendents should be analyzed in interaction with election or appointment to the office.
3. Several school districts in Tennessee should be selected for superintendent's evaluation by faculty and the school board with a Management by Objectives (MBO) criteria.
4. An in depth analysis should be made of the negative aspects of female teachers' perceptions of male superintendents' competency in the human relations realm.

5. An evaluation model for the superintendency should be developed and verified for the State of Tennessee.

#### Implications

The results of the present study indicate a high performance perception of female superintendents in the four selected southern states by both male and female teachers on all the items surveyed. Interestingly, however, male superintendents' performance was rated lower than average consistently by the female teacher. Male teachers for the most part did not award their highest scores to the male superintendents. Overall, the female superintendents' excellence, as perceived by their professional faculty, was in their skills in human relations. Tennesseans were particularly concerned about evaluation which probably reflected a cohort bias.

Within the small school system in the rural south, a high priority is placed upon interpersonal relations and the ability to manage personnel effectively.

The acceptance of a female superintendent in a non-traditional role as found in this study may indicate acceptance on the personal basis of a highly competent individual. The negative attitudes of female teachers in the four selected southern states cannot be dismissed as episodic because the sample was selected from a wide geographic base. In these school systems, the superintendent was perceived as less than competent, perhaps as the result of professional projection or hostility, by the women teachers. In Tennessee

professional cohesion was probably enhanced by the Career Ladder in the Better Schools Program, and the lack of randomization of subjects resulting in a biased sample.

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## APPENDICES

**APPENDIX A**

**SUPERINTENDENTS' COMPETENCY RATING FORM**

# SUPERINTENDENT'S COMPETENCY RATING

RATER PLEASE NOTE: This rating sheet will help you appraise the superintendent in a systematic way and in terms of his/her actual performance. Please consider the following suggestions regarding the use of this form.

1. Consider only one factor at a time.
2. Study each factor and your requirements for the factor.
3. You may want to consider performance in relation to the performance of all superintendents you have known and observed in the past.
4. Do not let one incident, trait, or factor have excessive bearing on all factors.
5. Comment on any matter you feel needs further explanation. Marks in the extreme right or left column usually need additional comments.

QUANTITY OF WORK Productive Output	Consistently Exceeds Requirements	Often Exceeds Requirements	Consistently Meets Requirements	Often Below Requirements	Consistently Below Requirements
1. Can effectively carry out all the rules, policies, and regulations established by the Board of Education.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Can suggest regulations and give such instruction to school employees as may be necessary to make the policies of the board effective	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Can communicate school policies and progress to school board, media, and to the public at large.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Can prepare and defend the budget to cover school year operations and can develop a system of integral reporting.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Can select and recommend qualified personnel for employment and can establish sound personnel policy.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Can formulate and recommend evaluation policies for supervisors, principals, teachers and professional staff.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Can provide professional leadership for the educational programs of the schools.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Can effectively interpret federal and state laws into school programs, policy, and encourage federal projects, and serve as legislative member.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Can creatively coordinate the human resources of the school so that they enhance the community resources.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Can encourage the development of services for pupils in all age ranges appropriate to school policies and programs and the research development and evaluation pertaining thereto.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



**APPENDIX B**

**DEMOGRAPHIC RATING FORM**

Please fill in the following information concerning your school district and your school experience.

Please check

1. Size of school district

- ☐ (a) under 5,000 students
- ☐ (b) between 5,000 and 20,000 students
- ☐ (c) more than 20,000 students

2. Population composition of school district

- ☐ (a) largely rural
- ☐ (b) largely suburban

3. Length of time served as superintendent

- ☐ (a) from 1 year to 4 years
- ☐ (b) from 5 years to 10 years
- ☐ (c) more than 10 years

4. Age and sex of superintendent

- ☐ Male
- ☐ Female

- ☐ (a) between 30 and 39 years of age
- ☐ (b) between 40 and 49 years of age
- ☐ (c) 50 years of age or over

5. Level of educational attainment of the superintendent

- ☐ (a) college degree (BS/BA)
- ☐ (b) Master's degree
- ☐ (c) 6th year or specialist degree
- ☐ (d) Doctorate

6. Number of years working with a woman superintendent

- ☐ (a) from 1 to 4 years
- ☐ (b) from 5 to 10 years
- ☐ (c) more than 10 years
- ☐ (d) none

7. If you worked with a woman superintendent in the past, will you please answer these questions regarding the effectiveness of the woman superintendent.

- ☐ (a) exceptional
- ☐ (b) outstanding
- ☐ (c) average
- ☐ (d) unsatisfactory

8. The woman superintendent was best liked by:

- ☐ (a) teachers
- ☐ (b) supervisors
- ☐ (c) principals
- ☐ (d) the general public

9. The women superintendent's performance in comparison to men superintendents with whom I have worked was

- ☐ (a) markedly better
- ☐ (b) somewhat better
- ☐ (c) no difference
- ☐ (d) less satisfactory

10. The woman superintendent was strongest in the following area:

- ☐ (a) policy making
- ☐ (b) school board relationship
- ☐ (c) leadership with the faculty
- ☐ (d) public relations

## **APPENDIX C**

### **CORRESPONDENCE TO SUPERINTENDENTS**

Apt. #71 Southgate Village  
Johnson City, TN 37601  
August 7, 1985

Dear Superintendent:

I am currently involved in a research project to investigate the perceived effectiveness of female and male school superintendents in selected southern states. The information provided by your professionally certificated school personnel would constitute the data base from which I will complete the requirements for my doctoral dissertation at East Tennessee State University.

This letter is a request for your permission to survey the professionally certificated personnel in your school district regarding their perception of your effectiveness as a superintendent. The responses made on their part would be anonymous and only a coding of a school system known only to me will be used in order to follow-up the return of the instrument. There will be no identification of you or your school district in the results of this study.

I would appreciate a mailing list of all of your certificated personnel including supervisors, principals, and teachers currently employed in your school district. A letter and the instrument will be mailed to them along with a self-addressed, stamped envelope.

I appreciate your attention to this study and I am certain you are aware that the perceived behavior of male and female superintendents by their respective faculties has not been attempted. By your help and the help of your professional employees such knowledge will be made available.

I will be happy to share a summary of the results of this research project if you so request.

Please complete the informed consent form below as required by the Institutional Review Board of East Tennessee State University. If you have any questions concerning the instrument, or this research project, please write to me in Johnson City or call (615) 929-4415 or 929-4414.

Yours very truly,

Peace U. Anyaocha

William T. Acuff  
Faculty Chairperson

Enclosures (3)

Informed Consent: Please complete...

I understand the procedures to be used in this study. All of my questions have been answered. I understand that my rights and privacy and the rights and privacy of the professionally certificated personnel in my school system will be maintained. The secretary of the Department of Education has free access to any information obtained in this study. I understand that I and my professional school faculty may freely and voluntarily choose to participate. I also understand that we may withdraw without prejudice. I understand that this study is non-intrusive and as designed is non-threatening to the employees in our school district.

---

Date

---

Signature of Superintendent

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE

J7614

COLLEGE OF EDUCATION  
Department of Supervision and Administration

1 October 1985

I am currently involved in a research project to investigate the perceived effectiveness of randomly selected female and male superintendents currently under contract in selected southern states. The information data base will be provided by the current 1985-86 professionally certificated personnel in these school systems. This research will serve as partial requirements for the completion of my doctoral dissertation at East Tennessee State University.

This letter is a request for your permission for me to survey the professionally certificated personnel in your school district. The responses made on their part will be strictly anonymous. There will be no identification of you or your school district or the respondents in the results of the study.

If you agree to participate in the study, please sign the attached consent form and return it to me. I will also need a home mailing list of all your certificated professional personnel currently employed in your district. With your help and your staff's participation, needed information will be made available to educators. I would appreciate your encouraging your staff to respond.

The instrument will be mailed to your staff at their home addresses along with a stamped, self-addressed envelope. A follow-up reminder card will be mailed to them in approximately ten days. The data will be summarized and analyzed by inferential statistics utilizing analysis of variance. A copy of the study will be forwarded to you upon request.

Thank you for your attention to this request. I will be telephoning some of you randomly during the next two weeks as a courtesy and follow-up to this letter.

Yours very truly,



William T. Acuff  
Doctoral Advisor



Peace Anyaocha  
Doctoral Fellow

P. S. If you have a specific question unanswered by my comments, please call me or my chairperson. Telephone 929-4415 or 4430

Informed Consent. Please complete.

I understand the procedures to be used in this study. All of my questions have been answered. I understand that my rights and privacy and the rights and privacy of the professionally certificated personnel in my school system will be maintained. The secretary of the Department of Education has free access to any information obtained in this study. I understand that I and my professional school faculty may freely and voluntarily choose to participate. I also understand that we may withdraw without prejudice. I understand that this study is non-intrusive and as designed is non-threatening to the employees in our school district.

---

Date

---

Signature of Superintendent





East Tennessee State University

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

January 16, 1986

Dear Superintendent:

Thank you for agreeing to permit the participation of the professional school personnel in your district to participate in my study. As I stated in my previous letter I will be pleased to share the findings and results of the study with every participating school system. Please remember no school system or individual will be identified in any way and complete anonymity is assured.

As this study progresses, if you or any faculty or staff have any questions, please do not hesitate to write or to call me or my dissertation chairperson.

Sincerely,

*William T. Acuff*  
 Will  
 Facu  
 William T. Acuff,

*Peace Uloma Anyaocha*  
 Peace Uloma Anyaocha  
 (615) 929-4415

**APPENDIX D**

**CORRESPONDENCE TO EDUCATORS**

January 28, 1986

Dear Educator:

For the past several years there has been interest in evaluating the competencies of teachers, but little effort has been made to evaluate the superintendents by the professional personnel.

I am conducting a study which emphasizes the perceived professional competencies of superintendents. My study will be limited to school systems in the Southern region of the United States.

The attached questionnaire was devised for you to anonymously rate your current superintendent. Any comments you wish to make concerning the questionnaire, or even the appropriateness of such a rating will be most appreciated, the results of this study will be made available to you if you so request. At a later date you will receive a follow-up card on which you can submit your request.

May I express my appreciation for your time and thoughtful consideration to these questions.

Yours very truly,

Peace U. Anyaocha  
Doctoral Fellow

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE

37614

COLLEGE OF EDUCATION  
Department of Supervision and Administration

February 3, 1986

Dear Educator:

Enclosed is a brief instrument that was designed to measure your perception of the effectiveness of your school superintendent. The school system was randomly selected from several southern states. This instrument is based upon those competencies recognized by the American Association of School Administrators (AASA) and is reported in their professional publications.

Would you please take some time out from your busy schedule and respond to this instrument? I have the approval of your superintendent to collect this data in your school district. The data collected will be analyzed and presented as the basis for my doctoral dissertation at East Tennessee State University.

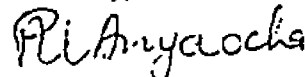
All responses are strictly confidential and are anonymous. You will receive a reminder card from me very shortly and I will appreciate your prompt attention to this matter. A stamped self-addressed envelope is included for your convenience.

A summary of the total study will be made available to your superintendent. Remember there is no way your school system or you can be identified. I'm certain you will want to know the results of the study. Thank you for your professional cooperation.



William T. Acuff, Ed.D.  
Faculty Advisor

Sincerely,



Pearce U. Anyoacha  
Doctoral Student

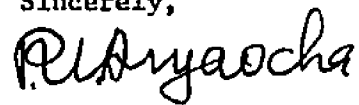
February 21, 1986

Dear Educators:

Attached is a brief questionnaire that was designed to measure the perception of the effectiveness of school superintendents. This questionnaire is based upon competencies recognized by the AASA and is reported in their published professional recommendations. Would you please take time to respond to this questionnaire as it refers to the superintendent with whom you most recently worked. Any comments, evaluation, or criticisms you would care to make will be greatly appreciated. This questionnaire serves as the basis for my doctoral dissertation.

All responses are strictly confidential and are anonymous, but some basic demographics requested on the attachment to this letter are needed in this study. Thank you for your professional cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Anyaocha".

Peace U. Anyaocha

APPENDIX E

WRITTEN COMMENTS ON RETURNED INSTRUMENTS

#### WRITTEN COMMENTS ON RETURNED INSTRUMENTS

1. We have an outstanding superintendent.
2. No opinion
3. Does not defend the budget to County Commissioner.
4. I realize that I have several checks in the extreme left column, but that is because
5. I believe our superintendent to be very competent in so many areas. Especially compared with other superintendents that we have had in the past.
6. Defense before county court for money is weak.
7. Some "political" hiring
8. Schools lack librarians
9. Physical Education, Art and Music teacher (needed)
10. Because of 10-12 years of working directly with superintendents-- is able to perform to the level in which she is rated. I hope this will seem as enough explanation for all questions.
11. Has little rapport with his staff.
12. Poor choice of some personnel
13. Frequently changes evaluation policies
14. Cannot communicate
15. An outstanding superintendent
16. Great job, this superintendent fair relative to two previous superintendents
17. Superintendent has records on file for the year's expenditure - reports quarterly to commissioner
18. Has always been concerned about budget preparation.

19. The superintendent relates poorly to teachers and is frequently ineffective in the manner he presents policies concerning personnel. He poorly conveys the thoughts and actions of board members to teachers and teachers do not feel that he fully supports them. This county has a unique organization with certain areas, such as finance, that are controlled by a county superintendent and board rather than the area superintendent and board.
20. Our superintendent of schools is an exceptional leader. He is truly professional in all endeavors. He is an extremely fair, reasonable, and progressive leader.



APPENDIX F

WRITTEN COMMENTS USED TO VALIDATE

THE INSTRUMENT

# WRITTEN COMMENTS USED TO VALIDATE THE INSTRUMENT

1. Specific instructions for completing the form
2. Chairman sign also
3. Self addressed envelopes
4. Too broad
5. Largely urban
6. In order to rate above the middle category one would have to be above average
7. 2 items on No. 8
8. Unclear (2)
9. N/A on questions 3, 7, 8, 9, 10
10. Suggest new format - put on one page
11. Ambiguous
12. Largely urban
13. Too much
14. Too complicated
15. I wasn't sure if "requirements" corresponds to effectiveness.
16. How would you know this very subject?
17. Two separate questions.
18. No need for colon here
19. Make 2 questions - too confusing
20. Do all superintendents select personnel?
21. Sex and training experience of superintendent.
22. Suggest some statement about rating female superintendent
23. Your school district superintendent has served in present.

24. How many years has your school system superintendent served as a superintendent?
25. Including present position
26. Of service or experience
27. If you have answered none for #6, do not complete the rest of the form
28. If you worked with a woman superintendent in the past, will you please answer the following questions
29. By current
30. In your district
31. Cannot exceed the . . .
32. Repetition
33. Put heading
34. Than a ranking 5, 4, 3, 2, 1
35. Preferable arrange from 1, 2, 3, 4, 5
36. Does not meet to far exceeds,
37. Check to see if this instrument is copyrighted. Do not reword this instrument. It will affect the validity and reliability of this instrument
38. Total years as a superintendent or current contact?
39. Need explanation sheet

**APPENDIX G**

**THE NUMBER AND PERCENT OF SUPERINTENDENTS BY SEX  
FOR EACH OF THE DEMOGRAPHIC VARIABLES**

The Number and Percent of Superintendents By Sex  
For Each of the Demographic Variables

	N	Male %	N	Female %	N	Total %
<b>Size of School Districts</b>						
0-5,000	78	96.29	85	93.4	163	94.76
5,000-20,000	1	1.23	6	6.59	7	4.06
Over 20,000	2	2.46	-	-	2	1.16
<b>Type of School District</b>						
Rural	80	100	85	97.7	165	98.80
Suburban	-	-	2	2.29	2	1.19
Urban	-	-	-	-	-	-
<b>Length of time Current Superintendents has Served Under Contract</b>						
1-4 years	22	27.5	68	76.4	97	57.39
5-10 years	56	70	18	20.22	74	43.78
Over 10 years	2	2.5	3	3.37	5	2.95
<b>Sex of Superintendent</b>						
Male						
Female						
<b>Age of Superintendents</b>						
30-39 years	2	2.5	14	14.89	16	9.19
40-49 years	69	86.25	64	68.08	133	76.43
Over 50 years	9	11.25	16			
<b>Level of Educational Attainment of the Superintendent</b>						
BA/BS	-	-				
MA	31	14.92	1	1.14	32	20.51
EDs	32	46.37	35	40.22	67	42.94
Doctorate	6	8.68	21	24.13	27	17.30
<b>Age Range</b>						
20-29	11	13.58	15	16.48	26	15.11
30-39	31	38.25	37	40.73	68	29.53
40-49	23	23.45	20	21.98	43	25.00
Above 50	16	19.75	0	20.88	25	14.53

	N	Male %	N	Female %	N	Total %
Sex						
Male						
Female						
College degree						
BA/BS	30	27.02	48	51.61	78	44.82
MA	46	36.79	40	93.01	86	49.42
EdS.	4	4.93	5	5.49	9	5.17
Ed.D.	1	1.23			1	0.57
How long have you been a professional educator?						
0-4 years	9	11.11	13	19.13	22	12.71
5-9 years	15	18.51	16	17.39	31	17.91
10-14 years	18	22.22	23	25.00	41	23.69
15-19 years	27	33.33	20	21.74	47	27.16
Over 20 years	12	14.81	20	21.74	32	18.49

## VITA

### PEACE U. ANYAOCHA

**Personal Data:** Place of Birth: Abayi-Ariaria, Aba-Nigeria, West Africa  
Marital Status: Married

**Education:** Public Schools, Holy Innocent's School, Asa-Amato  
St. Clement's School, Umudjima-Ogbu  
Domestic Training Center, Abayi-Umuocham  
Nigerian Training College, Ihie - Nbawsi  
Freed-Hardeman College, Henderson, Tennessee;  
home economics education, A.A., 1975.  
Freed-Hardeman College, Henderson, Tennessee;  
home economics education, B.S., 1977.  
East Tennessee State University, Johnson City,  
Tennessee; educational administration, M.A., 1979.  
East Tennessee State University, Johnson City,  
Tennessee; educational administration, Ed.D., 1986.

**Professional Experience:** Teacher, Ubakala Central School, Umuahia, 1961-1962.  
Teacher, St. Stephens School, Umudbasi-Amavo, 1962.  
Teacher, Abuwa Memorial School, Okpu-Umudbo, 1963-1964.  
Teacher, All Saint's School, Abayi-Umuocham, 1965.  
Teacher, St. Clement's School, Umudjima-Ogbu, 1966.  
Teacher, Agburuike Community School, Nsulu, 1971.  
Second Master (Assistant Principal) St. Michael's School, Umuacha-Owerrinta, 1972.  
Head Master (Principal) Umunba Community School, Umunba, 1973.  
Lead teacher, Child Study Center, East Tennessee State University, Johnson City, Tennessee, 1979-80.  
Doctoral fellow, College of Education, College of Education, East Tennessee State University, Johnson City, Tennessee, 1981-1986.  
Merit Pay Research, East Tennessee State University, 1984.  
Graduate of Supervision and Administration Handbook, East Tennessee State University, 1985.  
Governor's Task Force Survey project in the Carter County/Elizabethton Area, 1986.

**Professional Certificates:** Certified by the State of Tennessee as a teacher Home Economics 7-12.  
Certified as a School Administrator/Principal 7-12.

**Honors and  
Awards:**

Selected as Who's Who in American Education.  
Selected for Internship at Central Office of  
Jonesborough School System, Washington County,  
Fall, 1983.  
Outstanding Service - By his Excellency, Governor  
Ray Blanton.  
Outstanding Graduate Student in Tennessee, TAYC  
Outstanding Services, Bristol School System,  
Bristol, Tennessee, Fall, 1983.  
Scholarship Award, Ultra Sue Club, Johnson City,  
Tennessee, 1983.

**Professional  
Membership:**

Home Economics Association  
Phi Delta Kappa  
Preachers' Wives Club